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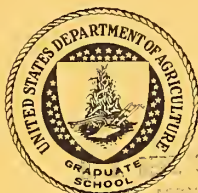


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# Holiday Greetings

GRADUATE SCHOOL • USDA



Newsletter

DEC 24 1970

December, 1970

Dear Friends:

CURRENT SERIAL RECORDS

The Christmas season often seems to bring out the best in each of us. And so we might, in this season, take time out for a little self-evaluation.

Thoreau -- lately rediscovered by the "now" generation -- once said:

"It is something to be able to paint a particular picture, or to carve a statue, and so to make a few objects beautiful; but it is far more glorious to carve and paint the very atmosphere and medium through which we look ... To affect the quality of the day -- that is the highest of arts."

That is, indeed, the art of living. Why could we not affect the quality of the day, every day, with the spirit that prevails at Christmas -- with the kindness, the generosity, and the love that fills our hearts at this season?

Dee W. Henderson

Dee W. Henderson  
Acting Director

December 24 - January 1

Christmas Holidays -- no classes

January 5

Faculty Luncheon -- "Accountability in Education," by Thomas J. Burns, Associate Commissioner for Elementary and Secondary Education, U. S. Office of Education.  
12:15 p.m. in Room 6962 South Agriculture Building.

January 6

Lecture -- "Water Pollution," by Dr. Dr. William B. Hargis, Virginia Institute of Marine Science, Gloucester Point, Virginia. Plant Industry Station, Beltsville, Maryland at 10:00 a.m.

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### INDIVIDUALIZING EDUCATION

"We are moving from a philosophy of pragmatism to existentialism in education," said Robert E. Pruitt as he summed up his remarks on "The Problem of Individualizing Education" at our December faculty luncheon.

Dr. Pruitt, Director of General and Vocational Education Research, U. S. Office of Education, was introduced by J. James McPherson, chairman of our Committee on Academic Excellence and Chief of the Office of Education's Management Review Center, who hosted the luncheon.

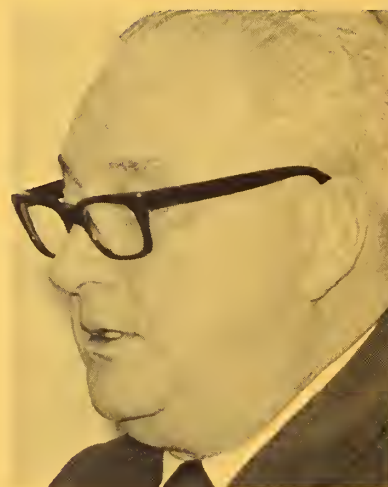
Citing what he termed "the present crisis in research credibility," Dr. Pruitt said he believed the hoped-for funds for total education systems development are a "dream" and "we must deal with priorities."

The problem of individualizing learning, the speaker pointed out, is immensely complex. It is often thought to mean simply learning alone. Yet much learning must be done in a social context.

Individualized learning does require materials that are primarily self-instructional, but they must also be sequenced according to individual needs and goals -- that is, tailored to a variety of learning styles and requirements varying from the practical to the theoretical.

"Individualized learning must provide for the proper blending of psychomotor, cognitive, and affective capabilities to maximize the learner's capabilities to hold a job and 'live a life,' " Dr. Pruitt said.

"It is my belief," Dr. Pruitt said, "that we are approaching the level of sophistica-



tion that in the next five years will enable us to effectively combine many of different approaches to individualized learning -- and combine them in a humanistic educational program. We can provide education that is relevant to the vocational, citizenship, and personal goals of all students. We can provide an education that will equip each student for his role as a worker, citizen, and self-fulfilling individual."

### TOWARD BALANCED GROWTH

Lectures on November 17 and 24 and December 1 closed out the series of five which were held under the general title "Toward Balanced Growth," under the joint sponsorship of the Graduate School and the U. S. Department of Agriculture.

"Economics of Balanced Growth," was the topic presented by Benjamin Chinitz, Dean of Economics, Brown University, on November 17.

Addressing himself to the problem of regional development as it relates to the national growth policy, Dr. Chinitz, suggested giving serious thought to "stronger measures to induce a more rapid rate of economic development in lagging regions."

"Given the pervasive financial distress of state and local governments throughout the country, I think we need to continue programs to subsidize infra-structure investments in such regions. However I would urge that we permit a much greater concentration of such investments in particular places which offer the greatest potential for growth.

"I would suggest that we entertain the radical notion of differential rates of federal income taxation by region. As a companion measure, we ought to give consideration to wage subsidies. These inducements must be targeted at specific locations and not be offered indiscriminately in all sections of broad regions."

Marion Clawson, Director of Land Use and Management, Resources for the Future, spoke on November 24 on "Resources and Technology for Balanced Growth."

He pointed out that while the United States has physical and monetary resources to attain any desired population distribution, it is doubtful that we have adequate institutional and governmental resources.

"I see nothing in the record, up to now," he said, "to suggest that the people of the United States and their elected representatives are willing to make a significant sacrifice for rural-urban balance.

"In my judgment, the prospects for improvement in living conditions of small town and rural people are better if one accepts the population and migration trends that exist than if one seeks to reverse these trends."

On December 1, Norbert T. Tiemann, Governor of Nebraska, closed the series with his lecture on "Balanced Growth and the Citizen."

Citing the need for total commitment if "balanced growth" is to be achieved,



Governor Tiemann emphasized particularly the need for commitment on the part of the citizen. "John Doe, the citizen, is the key at all levels," he said, "because he must want and be willing to pay for programs necessary to trigger a balanced growth movement. Without his commitment, the efforts will fail."

The Governor cited numerous Federal programs which need adjustment to facilitate the growth of small communities. And he said, "To achieve actual citizen, local, and state involvement in developing a successful strategy for balanced growth, it may be very necessary to phase out all or most categorie grants and replace them with revenue-sharing."

He pointed out that the "growth center concept" is actually already established, "not as a result of planning or political action, but because of economic and human behavior." He said that census counts have shown people within a state are moving away from the small, stagnant communities into those offering jobs, services, and the prospect of growth -- and the trend has accelerated in the past decade.

"Government's job," the speaker said, "is to stimulate the growth of the growth centers to make them dynamic and just plain 'great' places to live and work."

#### FILM PREVIEW

Miss Helen Dudley, one of our teachers, has made it possible for those who are interested to preview several of the newest training films. This preview will take place on Tuesday, January 19, 1970, from 10:00 a.m. to 12:00 noon in Room 1605 South Agriculture Building. The schedule of films is as follows:

- 10:00 a.m. -- Is It Always Right To Be Right? (9 minutes)  
This is a modern parable written by Warren H. Schmidt, Ph.D. and narrated by Orson Welles.
- 10:15 a.m. -- A Measure of Understanding (29 minutes)  
Deals with interpersonal communication on two different levels, the informational and the behavioral. When these two kinds of messages fail to communicate the same meaning, understanding breaks down and problems develop. This dramatic film shows how to clear up conflicting, double messages and determine the real intent of incongruent communication.
- 10:45 a.m. -- Count To Ten (30 minutes)  
Concerns potential-conflict situations between representatives of your organization and your organization's "clients," whether they be customers or members of the "public." It tackles the question: What can the representative of your organization do to solve problems quickly and keep communication between himself and your "client" from breaking down?

And, not "brand new," but by special request:

- 11:20 a.m. -- The Anatomy of a Presentation (35 minutes)  
Shows how to organize, prepare and deliver oral presentations in an interesting and persuasive manner.